

Teacher: _____

Date Assigned: _____

Subject Class: _____

Due Date: _____

にほんご きょうしつ

A Japanese Classroom (日本語の教室) (Unit 2)

ni hongo no kyoushitsu

Project Description:

• Skit or a Group of Mini-Skits

- Part One: Write an introduction in English - include each character's name with a brief description, present the setting (where and when the story takes place), and any other background information.
- Part Two: Write a skit in Japanese.
- Part Three: Fill out the "Project Checklist" provided and include it as the last page.

Objectives: (*You should be able to...*)

- Use standard English language conventions. (grammar, spelling, capitalization, punctuation)
- Write out a skit in Japanese – using hiragana (and some roomaji for "loanwords").
- Perform the skit with your group for the rest of the class.
- Work cooperatively in a group of about four classmates: express opinions, make suggestions, contribute ideas, listen to others, make criticism in a **constructive** (=helpful/nice) manner, encourage consensus, help group to stay on-task, peer-edit group members' written work.
- Create a skit that represents the effort, abilities, sense of humor/attitude, and contributions of all the group members.

New York State Performance Standards Addressed:

- Students will be able to use a language other than English for communication.
- Students will develop cross-cultural skills and understandings.

Guidelines:

- Skit must include at least 6 lines of spoken Japanese for each member of the group.
The text must answer at least **six** Aim Questions from Unit 2 and **two** Aim Questions from Unit 1.
Additional aim questions may also be addressed and answered to earn extra credit.
- Use greetings, small talk and politeness levels that are culturally appropriate based on character roles.
Acting should include appropriate body language (e.g. bowing).
- Text should be handwritten in pen, **very** neatly printed and easily legible. NO pencil! NO cursive!
Skip lines.
- Every student must submit his/her own handwritten copy of the project. (Highlight your own lines.)
Every member of the group should submit **exactly** the same project!

Points Required Written Work/Materials

- 10 Related class work and HW assignments with teacher corrections (submit with project)
- 10 Introduction written in English
- 40 Skit written in Japanese (hiragana and some roomaji)
- 10 Completed checklist
- 10 Group work (based on teacher and group member evaluation)
- 20 Skit Performance

Lesson 2 - Project Checklist

Student Name _____

Names of Group Members _____

_____ **Part One: Introduction in English**

_____ I listed each character by name. _____ I included a description of each character.

_____ I explained the setting (where and when the story takes place).

_____ I checked the grammar with at least one group member.

_____ I checked the spelling with at least one group member.

_____ I checked capitalization with at least one group member.

(e.g. at beginnings of each sentence, for names of people and places, no random capital letters in wrong places).

_____ I checked punctuation with at least one group member.

(e.g. periods at end of each sentence, apostrophes in words like "I'm")

_____ **Part Two: Skit in Japanese**

_____ My character says at least 6 lines.

_____ Character #2 _____ (name) says at least 6 lines.

_____ Character #3 _____ (name) says at least 6 lines.

_____ Character #4 _____ (name) says at least 6 lines.

_____ My group addressed 6 Aims from Unit 2.

They are: _____ (Aim #)

_____ My group addressed 2 Aims from Unit 1.

They are: _____ (Aim #)

_____ For extra credit, we also addressed other Aims from Units 1 and 2.

They are: _____ (Unit # and Aim #)

Lesson 2 - Self-Evaluation and Group Member Evaluation

List group members below:

_____ (your own name)

_____ (Group Member #2)

_____ (Group Member #3)

_____ (Group Member #4)

Evaluate yourself and each member of your group using these ratings:

3 = very often - excellent

2 = sometimes - satisfactory

1 = very rarely or never - unsatisfactory

1. This person expressed opinions, made suggestions, and contributed ideas.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

2. This person listened to other group members and made comments in a helpful manner.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

3. This person helped the group to stay focussed and on-task and did not engage in off-task activities.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

4. This person looked at other group members' written work and helped to make corrections and suggestions.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

5. This person was helpful to group members during skit rehearsal.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

6. This person: a) brought in strengths other than Japanese, b) was hard-working, c) was easy to work with and, d) improved in Japanese.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____

7. This person had excellent attendance on the days we did group work in class.

me: _____ Person #2: _____ Person #3: _____ Person #4: _____